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ABSTRACT

The overall theme of this book is the relationships between government and organizational policies and the work of practitioners in open and distance learning. The book explores a selection of international examples, many of which concern the use of new technologies for opening education. The contributors, many of whom are recognized experts, write from a wide range of international and organizational perspectives. Chapters are as follows: (1) Opening Education: Global Lines, Local Connections (Terry Evans and Daryl Nation); (2) The Revolution in Electronic Technology and the Modern University: The Convergence of Means (James Hall); (3) Policy Implications for Distance Education in the European Information Society (Andrew Robinson); (4) Distance Education in Mongolia's Political and Economic Transition (Ole Aabenhus and Brian Kenworthy); (5) The Implications of Home-based Education Effectiveness Research for Opening Schooling (Roland Meighan); (6) Canadian Policy and Practice in Open and Distance Schooling (Margaret Haughey and Judy Roberts); (7) Reforming Distance Education through Economic Rationalism: A Critical Analysis of Reforms to Australian Higher Education (Viktor Jakupec); (8) To Wish and To Will: Reflections on Policy Formation and Implementation in Australian Distance Education (Richard Johnson); (9) Translating Open University Policies into Practice in India (Santosh Panda); (10) Policy and Practices in Open and Distance Education in Hong Kong (Angela Castro and Charles Wong); (11) Total Quality Management: Policy Implications for Distance Education (Andrea McIlroy and Robyn Walker); (12) Open Learning, Closing Minds (Mick Campion); and (13) Educational Futures: Globalisation, Educational Technology and Lifelong Learning (Terry Evans and Daryl Nation). (Contains references and an index.) (AEF)

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